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ABSTRACT

The special issue of IMPACT ON INSTRUCTIONAL IMPROVEMENT focuses on career education and presents an editorial and six articles in that area. The issue's theme editorial, Differing Views from Differing Perspectives, is by Laurence Aronstein. The articles included are: Infusing Career Education Concepts in the Curriculum, Albert J. Pautler, Jr.; Career Education--Interlude of Vocationalism or Emerging Curriculum Cluster?, Gordon Cawelti; Career Education in New York State, Robert S. Seckendorf; Career Education--Focal Point for Change, Marilyn F. Macchia; School-Industry Cooperative Career Education: A District Model, Donald M. Clark; and Career Education--Where Have I Heard This Song Before?, Diane Gess. A final article by Sally Evans is Using Teacher Evaluation Instruments Effectively. (NH)

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DIFFERING VIEWS FROM DIFFERING PERSPECTIVES

Laurence W. Aronstein

We ought to be looking at Career Education as a major educational reform for this decade. All too often, educators perceive change as a short-term proposition. However, any change that attempts to bring about a closer connection between what we do in school and what happens in the real world and, as a result, makes education more relevant, goes beyond being a simple change and should be considered a movement for reform.

Reform movements need coordination. In this issue, we attempt to show that this coordination requires efforts ranging from national to state, from state to regional, from regional to district-wide, and from district-wide to the school-wide scene. Each of the authors in this edition presents his/her view on Career Education in perspective. Even a casual reading of this entire edition should clearly illustrate to the reader that the concerns of the authors vary widely. However, a closer scrutiny of these concerns reveals a chain of relationships. We simply cannot begin to affect growth in a child's career development without having the coordinated supportive efforts from our national leaders all the way down to our local school leaders. Although the issues of their concerns may vary, there exists a central commonality of purpose.

On the national scene, we are beginning to see a renewed emergence of leadership. Career education represents a marriage between something general and something vocational. However, both parents do not seem eager to support the "brat". The Congress for the first time has given career education its own allowance, yet, in these highly inflated times, there's not enough to thrive on. Career education needs continued support from its parents. Still, career education needs to be independent of both general and vocational education domination if it is to develop in a healthy way.

State education departments in a few states have begun to recognize the desirability of career education. However, in some cases, that recognition tends to be nearsighted. The tendency has been to view career education as something that might fit *a model*. Wherever career education has been successful, we have seen it follow optional models. Infusion models at the elementary levels; development of inter-and cross-disciplinary approaches at the middle school; and the development of viable outside-of-school exploratory programs and skill development programs on the high

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Dr. Aronstein is the author of many other pieces that have appeared in The Science Teacher, New Voices in Education, *and the* Journal of College Science Teaching. *Recently, a manuscript he co-authored with Edward G. Olsen titled* Action Learning: Student Community Service Projects *was published by National ASCD. Larry is also chairman of the NYS ASCD Committee on Career Education.*

school level. New resource must be allocated to fully develop the potential for optional models.

Regional approaches have been relatively unique to some states. We have seen a tremendous sharing of valuable resources through regional approaches. The cost involved in initiating a regional approach to career education for several local districts is little more than what it would cost one district to do the same. Still the desire for district autonomy has limited regional approaches except in those areas which have successful histories of regional cooperation.

Many local districts have initiated career education programs. However, many of the programs are extremely limited in terms of quality and quantity, or the resources to satisfactorily support such an effort. Often a group career guidance course, or a lecture series given by community people, or a career fair are written off as programs. We must move beyond the token affair and plan comprehensive approaches.

At the school level, there is perhaps the greatest feeling of urgency. Teachers and parents are the most aware that schools are failing to make the connection between the content of schooling and the real world of work. Still teachers need assistance in revising their curricula and examining the growing information related to career education.

To discredit the interests and concerns of any one of these vital links is to break the precarious chain upon which our hopes for the improvement of the curriculum hang. There exist many sides and angles of that multi-faceted thing called Career Education. This issue represents an attempt to get a look at those many facets from a variety of perspectives.

INFUSING CAREER EDUCATION CONCEPTS IN THE CURRICULUM

Albert J. Pautler, Jr.

Career education is a concept which has attracted a good deal of attention in the United States within recent years. Large amounts of money have been spent on implementing so-called career education programs in many schools and districts in the various states. The money flow has come from a number of sources including the Federal government, the various departments of education within the states, as well as local school district funds. Many projects have been supported by "soft money" (grants) for varying time periods of operation. The "moment of truth" for such career education projects occurs when the "soft money" runs out and it is then up to the local educational agency (LEA) to support the project or discontinue it. Every attempt should be made to infuse the basic concepts of career education into the all-school program during the period of "soft money" funding so that a program exists when the period of funding ends. Many projects have already reached this so-called "moment of truth" and evaluation and research will soon be available to indicate the number of programs that have been discontinued the moment grant money funding ended.

The intent of this paper is to develop a rationale and position on how career education may be infused into the existing curriculum. The schools and districts interested in career education will face the problem of how to do it within the existing educational and social structure of the district. By means of infusion of career education concepts into the curriculum, a school or school district would have little more to do when the "soft money" funding period ended. Also, those districts implementing career education programs with district money and staff resources will want to consider the infusion process. The basic goal of such a process is to help every teacher become a career education teacher.

As a start, it would seem that some operational definitions would have to be presented in order to define the terms, "career education" and "curriculum." This writer will use the Hoyt definition of career education. To Hoyt, "career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[1] It should be made clear than many definitions of career education have been coined. If the Hoyt definition does not suit your district's purposes, choose one that does or search for another. The word, curriculum, means many different things to many people. The Inlow definition of curriculum will be used in this paper. To Inlow "curriculum will carry the connotation of the planned composite effort of any school to guide pupil learning

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toward predetermined lea... outcomes."[2] This definition is si... to ones espoused, among others, by Ragan[4], and Saylor and Alexander[5]. ... infusion of a concept of career education into the operational definition of curriculum of a district becomes a curriculum planning strategy.

LOCAL DISTRICT LEADERSHIP

The leadership within the school district would have to make some form of commitment to the pre-planning necessary in the establishment of a concept of career education within the existing curriculum. A number of basic questions would need to be answered before such a decision could be made by the educational leaders. Some typical questions would be as follow...:

What is career education?
Of what value is career education?
What is the philosophical basis of career education?
Do we need a career education theme in our all-school program?
What are the objectives of career education?

The five questions are basic and would lead to a much more involved discussion regarding career education and its implications for the district. Such a discussion would do well to note the Career Education Tenets formulated by the New York State Association for Supervision and Curriculum Development Career Education Committee which follow. The tenets represent a modification and revision of Miller's "Career Education Tenets".[6]

NYS ASCD's CAREER EDUCATION TENETS

Tenet Number 1 Career Education is a comprehensive educational program focused on career life. It should begin even before the entry of the child into a school program and continue throughout one's adult years.

Tenet Number 2 Career Education is for all students and should provide an equal view towards the sexes, regardless of their post-secondary plans.

Tenet Number 3 Career Education involves both in-school and out-of-school experiences and unites the schools, communities and employers in a cooperative educational venture.

Tenet Number 4 Concrete Career Education concepts should be infused ...to all aspects of the existing cur...ulum rather than providing a program of separate career education course "blocks."

Tenent Number 5 Career Education is a continuous process which should provide students with effective information, skills, experiences and appreciations designed to prepare them for their career lives.

Tenet Number 6 Career Education supports the total awareness on the part of the student toward the processes of:

Self-Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

The end product being career placement.

Tenet Number 7 Career Education should offer realistic alternatives from which students could more intelligently make tentative choices.

Tenet Number 8 Through Career Education, the student should be able to take a more critical look at the "accepted institution," the work ethic.

The local leadership team for the career education concept would do well to operationally answer the five typical questions which have been stated. Careful consideration should then be given to the NYS ASCD "Career Education Tenets" and their relationship to the program that is being planned for your district and/or school.

The local leadership team may be a task force or committee charged with the responsibility to investigate the concept of career education and make recommendations concerning the concept. Such a team, task force, or committee should consist of faculty, parents, students and members of the local industrial and business community.

INFUSION CONCEPT

The rationale for the infusion of a concept of career education into the curriculum must result after a basic study of such a concept has taken place. It would seem essential to gather as much information, both written and verbal, as possible about the concept before a decision is made. If we do it in any other manner, the concept might end up being treated like a unit on sex education or drug education. If this happens, all we have is another add-on to the existing curriculum. It is this writer's position that career education is not an add-on unit but rather a concept to be infused into the all-school program, the curriculum. The concept of career education should be built in so that the learners do not even know that such a process is taking place. Labeling a course or a program as a career education unit or experience will not result in a meaningful educational experience for *all* children. The infusion process would encourage all teachers to build in concepts or tenets of career education into their units, course outlines or courses of study. It is at this point that the leadership team would have to be able to provide the expertise and leadership to assist the teachers.

If you establish courses, units or programs designed only for a limited number of students in your school or district, your approach may be headed for failure. The theme, career education, may be confused with vocational or occupational education and we again will be fighting the sin of intellectual snobbery as mentioned by the National Advisory Council on Vocational Education in its *First Annual Report*[7] to Congress.

An infusion strategy might be based upon the following guides:

- The educational decision-makers of the district must be convinced of the value of such a concept of career education.
- Career education should *not* be treated as an add-on to the existing curriculum. Every attempt should be made to infuse the concept into the operational curriculum that exists in the school and community.
- Career education should *not* be offered as a course. It should be infused into the existing curricular structure within the school.
- Our goal should be every teacher a career education teacher, rather than one or more teachers being identified as "career education" teachers. This will require a giant-size effort in terms of in-service education within our schools.
- Community involvement as stated by Hoyt[8] in his definition of career education would be an essential step in the infusion strategy. How will you attempt to involve your community in the developmental and operational aspects of the concept of career education.
- The concept of career education will be most effectively infused in the curriculum if teachers are involved in the early planning for and curriculum development efforts that will be essential for such a concept.

IMPLEMENTATION PROCESS

Any type of implementation plan or process is subject to local modification to meet conditions and resources available at the local level. The stated goal of this process is as follows: Upon completion of the "soft money" funding period, the district's tenets of career education will be infused into the curriculum of the all-school program. Such a process of infusion would give the program director some level of confidence that basic career education tenets were being covered through the existing curriculum content, rather than as separate units.

A *basic* framework for such a process follows:

1. *District commitment* to pre-plan for career education.
2. Select and appoint *career education task force* or leadership team.

Membership should represent the professional staff of the school, the community, local business and industry leaders, and students.

3. The task force/leadership team

should consider the *five typical questions* presented earlier, Miller's "Career Education Tenets,"[9] and the six infusion strategy guides also presented earlier in this manuscript.

4. The task force/leadership team presents a *position paper* or reaction paper to the basic concept of the district's involvement in career education. This could also be a suggested implementation model or process for the district. (Ideally, they would decide on an infusion strategy rather than an "add-on" to the curriculum of the district.)
5. The most well-designed plan to infuse Career Education into the curriculum of the school or district will fail unless the teachers are receptive to the plan and well-versed in its implementation. It is essential to conduct *in-service education* programs for the teachers in order to request their involvement in the design and implementation of the Career Education infusion process.
6. The ideal goal would be *every teacher a career education teacher* who would be willing to build Career Education concepts into their normal teaching strategy. This could involve changes in the units or lesson plans that teachers may have been using as well as teaching-learning strategies in the classroom, shop or laboratory.

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CAREER EDUCATION "INTERLUDE OF VOCATIONALISM" OR EMERGING CURRICULUM CLUSTER?

Gordon Cawelti

INTRODUCTION

One can easily obtain quite divergent views on the career education movement. Some feel that we are beginning to take seriously, and a broader view of, a cardinal principle that schools have accepted for some time—we should help ready young people for the world of work. The other view holds that this implies the demise of a more academic instructional emphasis foisted on the school by business and industry seeking to reduce their manpower training costs.

It is my contention that the rise of the career education movement has profound implications for curriculum workers in that it represents a major addition to the instructional program on top of other requests in the past decade. The issue suggests the need for careful study on the question of emphasis and seems to require imagination in designing new curriculum clusters to better handle our thinking about the many new demands being made on the curriculum.

History suggests that whether the career education movement is an "interlude" or a trend that will be sustained is going to be heavily dependent on societal conditions. I believe that a tight economy and continued resource scarcity will very likely cause a continuation of intensified efforts in the schools to prepare students for the work world.

A SERIOUS EFFORT?

There appears to be a research base for many of the characteristics being advocated for effective career education programs. Donald Super's longitudinal studies of some 20 years ago started researchers looking at the problem of how career choices are made. He interpreted career education as being much broader than specific skill development programs. Later studies have shown that job stereotypes develop in the very young and thus the elementary school is the place to begin such understandings. However because almost 70% of students' career choices designated in the middle school years change by the 12th grade, *career exploration* is advocated for middle school students. There is evidence that vocational maturity can be enhanced by counseling, exposure to occupations, and work experience. Many schools have made serious efforts to involve every teacher in promoting career awareness.

The federal government remains heavily committed to career education through its support of four different "models." The National Institute of Education has had a task force engaged in conceptual analysis of career education to determine where its R&D efforts

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should be concentrated. The Office of Education has funded the development of high school level curriculum materials in five of the 15 career education "clusters." All these activities seem to indicate continuation of federal involvement despite Sid Marland's departure from government. The new Commissioner, John Ottina, is often described as a systems man and his priorities from a curriculum standpoint have not yet emerged.

NEW CURRICULUM "CLUSTERS" NEEDED?

In examining additions to the curriculum in recent years, it is apparent that students need to go to school longer or something has to be given up. Within the past decade, the following instructional areas have been installed in varying degrees in many school systems: drug education, sex education, environmental studies, driver education, ethnic studies, and career education. And now, some are developing and advocating leisure education programs.

All these curriculum areas develop in response to societal needs. They are emerging, like change itself, at an accelerating pace. A strong case can be made for their need but the evidence is shaky as to their efficacy.[2] They point up the need for caution before expensive efforts are made to solve the problem through instruction.

Yet this trend also revives the question of the overall curriculum organization. Considerable case could be made for designing what one might call "Survival Studies," for example. The areas would include environmental studies, resource scarcity, and population control. The idea of interglobal dependency emerges very quickly from analysis of extrapolations which have been made in these fields.

The curriculum of the future may well be designated as starting from such broad fields as:

Career Education
Survival Studies
Learning Skills
Cultural Awareness

It is not yet clear whether these would be the appropriate fields, and the "Survival Studies" notion may be a bit strong for some (and thus another designation will be used). However, it seems sensible to begin to conceive of better "organizing elements" for the curriculum. A number of years ago, John Goodlad found the lack of such organizing elements to be a major criticism of the curriculum reform movement of the late sixties. In summary, these broad fields are suggested primarily because the schools cannot continue to add special subject areas without ending up with a badly fragmented instructional program.

NATIONAL POLICY ISSUES

Is the preparation of the work force the responsibility of the schools? A sensible observation would be that this has been and must be a shared responsibility between the schools and the private sector. Does the current career education movement imply an added fiscal responsibility to the schools for such training?

This is not yet clear to me but I get the impression, for example, that the "employer-based" model is not *employer funded.* And this system[3] is consuming many federal dollars at the five sites where it is being tried. Is there a federal policy which can guide school people in determining the proportion of their school budget (priority) which should be given to career education?

The implications of releasing larger numbers of secondary school age youth into the labor market have not really been faced up to by the schools or industry. Although more interaction with the real world is highly desirable for students, and such "action learning" is being advocated by many, this would create a glut on the job market. If such youngsters are engaged in a meaningful way in the work world, it seems only logical to assume they will displace older workers. Has the attitude of unions and apprenticeship organizations toward the idea been assessed? I doubt it. I believe the experience with unions will be an eye-opener for those who have never dealt with the entire system used in

highly unionized jobs and the highly skilled crafts.

The first issue which very much needs clarification has to do with individual career choice and our nation's manpower needs. Young people now presumably retain considerable freedom (within constraints of the economic system) in selecting a career. Awareness of supply and demand in particular fields is pertinent information to many in selecting a direction but others with a high commitment enter preparation for a job knowing at the outset that there is a great deal of competition in certain fields.

In the teaching field itself, the past five years have shown that school enrollment extrapolations made in the mid-sixties were largely ignored and too many people at both the undergraduate and graduate level were permitted if not encouraged to enter teacher preparation programs. There is currently a serious shortage of trained people for many jobs in industry and certain professions but a serious oversupply in other jobs.

This suggests that one beneficial aspect of the career education movement could be the development of a better information system in the supply of and demand for workers in the various fields. It is not inconceivable that the rapid rate of technological change will compel many young people to enter fields other than the one in which their real interests lie.

SUMMARY

The career education movement, if taken seriously by the schools, is a pervasive concept which adds an additional responsibility to an already crowded curriculum. Four broad fields of study were proposed as rational organizing elements of the curriculum—career education, survival studies, learning skills, and cultural awareness. These fields imply an interdisciplinary basis for curriculum planning. I have suggested a need for better clarification of the extent to which the schools should assume fiscal responsibility for training the work force of the private sector. Efforts should be made to permit young people to have maximum freedom in making career choices, but the change rate in our society will likely compel better ways of guiding young people into the careers than we now have.

"Work and living have become more and more pointless and empty. There is no lack of meaningful projects that cry out to be done but our working days are used up in work that lacks meaning: making useless or harmful products or servicing the bureaucratic structures. For most Americans, work is mindless, exhausting, boring, servile and hateful, something to be endured while 'life' is confined to 'time off.'"[4]

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1. Chapter title describing the "industrial education" movement in the first decade of this century—in Edward Krug's scholarly work. *The Shaping of the American High School—1880-1920.*

2. As an example, recent studies have shown that a drug education program in at least one community *increased* the incidence of drug abuse.

3. The writer's preference to the term "model."

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CAREER EDUCATION IN NEW YORK STATE

Robert S. Seckendorf

Career awareness, orientation, and exploration activities at the elementary and early secondary grade levels have been a major priority of occupational education in New York since the issuance of the Regents position paper, *Occupational Education*, in April 1971. In this policy statement the Regents identify an immediate need for extensive development of career-related educational experiences in the early grades, to serve as a foundation for educational and occupational decision-making in later school years. The Regents policy was soon thereafter reinforced through the designation of career education as a nationwide educational priority by the United States Office of Education.

During 1971 and 1972 a State Education Department committee, assisted by selected representatives of local educational agencies, engaged in research and planning to determine the best approach to implementing career education activities in New York State. Following this period of study and planning, the Assistant Commissioner for Occupational Education issued a set of guidelines for the development of career education in this State. These guidelines set forth criteria by which applications for Vocational Education Amendments support of career education projects would be evaluated.

REGENTS GUIDELINES

The guidelines identify the Regents position paper as the source of guiding principles for a career education focus throughout New York State. They specify that career education activities should be measurable in terms of behavioral objectives for approximate key ages of students, as set forth in the position paper. The guidelines emphasize the importance of developing teacher understandings of career concepts, and integrating career concepts throughout all curriculum areas, rather than estab-

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Dr. Seckendorf began teaching in New York City and continued in that school district until he joined the New York State Education Department in 1957 as a Supervisor of Industrial Arts Education. In 1963, he was appointed Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training. The following year he was assigned responsibility to develop plans for a statewide system of area vocational education programs. He was appointed Director, Division of Occupational Education Supervision in 1965 and continued in that assignment until his appointment as Assistant Commissioner in October, 1966.

Dr. Seckendorf is a member of the American Vocational Association, National Association of State Directors of Vocational Education, Epsilon Pi Tau, and International Honor Society in Industrial Education. In addition, he is an honorary member of the New York State Industrial Arts Association and the Association of Teachers of Agriculture of New York. Epsilon Pi Tau awarded him its Laureate Citation for outstanding service to his profession in 1958. Alpha Rho Chapter presented him with its Distinguished Service award in 1968. The FFA of New York designated him an Honorary State Farmer in 1969. The National FFA presented him with its Distinguished Service Award in 1973. He is an active member of the Boy Scouts of America, is past President of his local Council, Chairman of the National Council's Education Relationships Committee, and the recipient of the Silver Beaver for service to boyhood.

lishing special courses and special "career education" teachers.

The guidelines set forth a list of specific conditions under which Federal funds will be utilized to support career education proposals. In addition to encouraging much-needed activity in the urban centers of the State, these conditions include assignment of priority to area/regional planning and development activities and to proposals which indicate development of activities over a broad spectrum of the educational process, e.g. K-6, K-9, K-12. Another major condition is involvement during the planning stage of key representative persons concerned with the successful implementation of career education, such as: school superintendents; directors of occupational education; elementary and early secondary administrators and teachers; curriculum specialists; guidance counselors; parents; teacher educators; and persons in business and industry.

These career education guidelines place the responsibility for planning and development of specific career education strategies at the local and area levels rather than advocating a particular program design for adoption in schools throughout the State. It is believed that use of Federal funds in this manner will encourage and assist the schools of the State in developing a variety of approaches suitable to their particular structures, needs, and means. The Department can thus concentrate its efforts in the areas of inservice education, monitoring, and dissemination and sharing of information regarding the effectiveness of alternative approaches in New York State and other states.

In the State's 24 career education models, despite their individuality, there appear to be four major areas of common effort, professional development, curriculum development, community involvement, and leadership development. Professional development (inservice education) and curriculum development are viewed as inseparable tasks, a combined process wherein administrators, librarians, counselors and teachers first undergo experiences that shake loose their rigid methodologies before they attempt to redirect their respective programs. This inservice education may take many forms, but fundamentally it should open up those concerned to the many options available to them within their everyday educational endeavors.

PROFESSIONAL & CURRICULUM DEVELOPMENT

One method of introducing the concept of career education is bringing in those already involved in career education to interface with their peers who haven't been exposed to alternative education. There appears to be validity to the fact that educators identify more with those in the same position as themselves than to outsiders.

Teachers who have taught career education episodes can best relate to teachers who haven't; administrators can derive much from sharing the experiences of other administrators who have managed career education planning and activities; counselors who have already redirected their guidance activities are able to better relate ways of doing so to those who wish to change; librarians who have converted their facilities into true career resource centers can empathize with those who haven't. In brief, then, changed attitudes toward career education are best implemented at the outset by bringing in those who can say, "I did . . . — you can do . . ." a process of guided discovery.

Following this discovery process, those concerned are in need of the technical assistance to develop a career focus in their own educational situations. Experience here shows that emphasis need be placed on development of performance objectives and in helping teachers translate performance objectives into viable lesson plans. Every teacher should have a hand in developing what he or she teaches. It is this process of involvement that gives credibility to the learnings, which in turn is ultimately transmitted to the students.

The final phase of the program development task is involving those con-

cerned in the evaluation and modification of their efforts. This may take any number of forms and methods as long as teachers, counselors and administrators are able to measure the reliability of developmental materials and make necessary alterations. Here again experience has shown that rote evaluation instruments developed solely by outside agents are not as effective as evaluative instruments which educators have been involved in developing. The 24 career education models are undergoing evaluation with the Education Department acting as coordinator of the evaluative process.

In reviewing the inservice-curriculum process, two facts are noteworthy. First, educators undergo career awareness/exploration experiences not unlike those which they are designing for students. Secondly, the career episode itself, once developed by those concerned, is not the end product; rather, the curriculum becomes a process for transporting career education concepts and awareness to others. Fundamentally, following an orientation/inservice/curriculum/evaluation cycle we have the beginnings of a whole new cycle wherein the materials and the people who developed them can be the means for change in others.

The problem at this stage, however, is how to assure the readiness of those who have been through the career process to properly affect a change in attitude in others, as well as to marshall the resources necessary for the curricular process. Clearly, if the career vehicle is finally to move independently of outside influences within each school district, training capabilities must be built into those who will do the training.

LEADERSHIP DEVELOPMENT

This need then brings us to the final major thrust of career education, leadership development. Traditional methodologies of administration, counseling and teaching will not suffice for the processes enunciated above. In order for educators to interact with and serve as trainers for their colleagues, it is necessary for them to acquire new skills and new methodologies. It is to this end that one of the projects has been designing a leadership development component which placed emphasis on training managers of career education, notably teachers and counselors, who can implement the orientation, inservice and curriculum process.

This concept is exciting for several reasons. It reinforces the confidence that we have in the capabilities of many teachers and counselors to lead. It demonstrates to a community the dynamics that can take place among educators. It frees administrators for policy and planning leadership wherein their real responsibility lies. It allows the overburdened administrator to share operational leadership with a competent school staff. It provides a low-cost vehical for transporting the career process throughout the school and district. Most important, it establishes a climate of discovery and enthusiasm among professionals that cannot help but infect the students with whom they deal.

The degree of effectiveness of the above total career process is proportionate to the degree of commitment of the administrator who immerses himself in the process and stands behind change; of the counselor who will reorder his priorities and explore more imaginative guidance techniques; of the teacher who can turn away from a course of study and exercise his or her options; of the community which opens its doors to the school while the school is opening its walls.

COMMUNITY INVOLVEMENT

Regarding the community's role in career education, a great deal of effort has been expended in bringing outside influences into the educational process. This is taking place in varied forms ranging from involvement of individual citizens programming their career stories into the elementary school, to business/industry organizations running workshops for educators. All projects have a workshops for educators. All projects have a tie in with the local voca-

tional advisory councils of the state. There are many examples of internships wherein a high school student is released to "shadow" a person in a certain occupation for a whole or half day.

There is no lack of enthusiasm from the business/industry/commerce sectors in terms of involvement with education. Such activities as Career Days and Trade Fairs are usually very successful both from the standpoint of community input and student body interest. However, they have a brush-fire quality in respect to longitudinal impact on the student. The major problem is how to program a follow up of such endeavors that assures an everyday relationship between learning and the world of work. The entire community aspect of career education is one of the most difficult tasks because of the traditional insulation of the school from the outside community, yet at the same time, a most challenging one.

But the real success of career education can be measured only in the number of students who, when leaving whatever level and whatever system of education, have a series of occupational options available to them based on their own awareness of themselves in relation to the world of work and who are able to make decisions based on those options. The prognosis for career education at this moment is good but we've only scratched the surface with the 24 models. There are miles and miles to go.

CAREER EDUCATION FOCAL POINT FOR CHANGE

Marilyn F. Macchia

PREFACE

When Sidney Marland, Jr., then United States Commissioner of Education, voiced his commitment to the concept of Career Education, it was well received in many quarters. The idea that all education should be directed toward preparation for a career has great appeal. It has struck a responsive chord in laymen and educators alike. Everyone recognizes that employment in a career area which brings satisfaction is an essential element for personal fulfillment. The ideal is to work in an area which enables you to use those skills in which you excel and to be involved in activities which you enjoy.

FOCAL POINT FOR CHANGE

Therefore, it is the goal of Career Education to enable students to relate their interests to possible career choices, and thereby prepare them for a lifestyle in which their careers are a source of fulfillment. The ideal learning situation is one in which involvement on the part of the student brings favorable results for him. For some time now, educators have been looking for an answer to student unrest. Career Education centered around student interests can be the focal point of the educational change that is so greatly needed.

Charles Silberman has pointed out the "mindlessness"[1] that is so evident in our schools, and we are all aware of the student cry for "relevance" in education. Student dissatisfaction has come about because the student has become a victim. He is a person upon whom things are worked, for whom things are planned, to whom things are taught. He is rarely the subject, rarely the agent, but often the object of activities. Often he can become the doer only by rebelling and creating disorder. Unlike the clientele of any other business or institution, he is rarely consulted, and he is convinced because he too learns by experience, that his answers are only acceptable when they co-incide with the answers that the teacher would give. So he learns, not what we wish him to learn; he learns the system.[2] Those who are able to grasp the system quickly can enjoy the game, do well, and because they receive "strokes" of approval, do not shrivel up.

HISTORY AND PHILOSOPHY

In 1969, the Mamaroneck School System[3] through a community—school effort stated the educational goals for the district. "For many students the content of traditionally structured high school courses seems meaningless and unconnected with the students' day to day experiences. Such students often 'drop out' from school either by actual failure or by relegating their learning to a superficial and meaningless experience."[4]

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Prior to becoming Chairman of Career Programs, Miss Macchia taught both English and social studies and for a time served as department chairman of the 7th and 8th grade English and Social Studies Department at Elmont Memorial High School, Elmont, New York. She was also employed by IBM as a systems analyst.

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The need that most students have is the need to see the purpose for what they are learning. To have students see the purpose of learning, it must be related to their interests. At the same time, the students must become active participants in the educational process. This is not to say that learning should become whimsical. Students wish to relate to reality; occupations and the training they require are real and necessary.

Often young people reject theory as dull and refuse to learn it. We believe that if theory and practical experience are gained simultaneously whenever it is feasible, students will see purpose in what they learn and will respond in a positive manner. Driver education is a good example of the willingness of young people to learn theory when they see the need for it.

BACKGROUND OF THE PROJECT

In response to the community's requests as they were stated in the Educational Goals effort, in 1971 the Mamaroneck Public Schools created the position of Chairman of Career Programs. The responsibility of the chairman is to develop Career Education curriculum, K-12. In an effort to establish guidelines for curriculum development, and at the request of the Superintendent of Schools a five year plan was developed. That plan became the basis of the project proposal which was funded by the New York State Education Department in 1972. The five year plan for Mamaroneck was re-drafted to meet the guidelines issued by the State Education Department. The most significant feature of the guidelines, in fact, the only item (other than format) that was not met by the original plan, was the requirement for a regional approach.

Because the original Mamaroneck plan placed so much emphasis on community participation, local school districts with whom Mamaroneck in effect shared a community, were approached. After reviewing the plan, the districts—Rye Neck, City of Rye, Portchester and Ridge Street—joined Mamaroneck to request funding.

GROUP PROCESS

The expected objectives of a regional approach turned out to be the ones which we achieved. Each district had achieved certain goals (prior to funding) which we have shared. In addition, we share each project goal as it is achieved. Rather than "beginning again" or duplicating effort we take advantage of the experiences of our colleagues. This does not mean the arbitrary imitation of a program.

It should be inserted at this point that one of the objectives of our project is the formulation of goals by students, staff, and community members. Therefore, any program that is adopted is altered so that it suits the particular school community it serves. If the goals and the resulting programs are not clearly related to student interests—(vocational, avocational, or those that center on knowledge and/or skills for "better" daily living) they have no meaning to the learner and school becomes centered around the teacher rather than the student.

In addition, there is an honest exchange of ideas. All the aspects of sharing are unique because of the depth of the relationship that has developed among the supervisors. The latter was achieved through the use of outside consultants as trainers.

At the outset of the project, the supervisors along with selected representatives from each district, participated in leadership training workshops. These participants were trained in the use of various techniques. For example, a procedure called Group Analytical Planning (GAP)[5] was used extensively. The goal of GAP is to form a cohesive planning group to formulate an action plan in the form of performance objectives. The group received and reviewed a detailed written description of GAP. The consultants then led the groups through the process using the project goals as the focus. As a result, we learned the pro-

cess and at the same time formulated our own performance objectives. This resulted in an in-depth analysis and refinement of the philosophy and goals of the project. More important, each participant became more committed to the outcomes (performance objectives).

Our meetings now are extremely efficient. While we do not always agree, we do know each other better, understand each other's goals and fully accept and respect each individual's position. The approach we used has resulted in the development of leadership skills for the supervisors, as well as a more thorough understanding of the goals of the project. In addition, the continual use of clearly stated performance objectives has provided the group with specific direction and a concrete evaluation plan which is literally built into the process.

While we learned to use a variety of training strategies, the one strategy we became completely committed to was the one used on us, i.e., learning through doing. Therefore, we used the same approach when formulating plans for the inservice education of teachers.

METHOD—INSERVICE EDUCATION

Rather than run formal courses of instruction, we solicit the participation of teachers in the development of curriculum. Teachers are offered the opportunity to develop units of instruction for use in their own classrooms. The leadership group has developed requirements for receiving remuneration or credit which are set down as performance objectives for inservice training.

The teachers are given these guidelines during their initial briefing. If the teachers accept the performance objectives, they write (under the direction of a leader) a curriculum plan to suit *their* classroom needs.

While the general guidelines and performance objectives are imposed by the project supervisors, they are flexible enough so that they do not restrict teacher made goals. Hence, the staff members involved in curriculum development have a sense of proprietorship in the program. More important, the goals of the project are achieved while the individual needs and objectives of teachers are met. The same approach is used in all the schools of the project, yet each district keeps its autonomy.

In keeping with a systems approach, every unit has an evaluation plan built into it. The objective is to encourage teachers to use evaluation as a means of assessing and reassessing the outcomes of the unit every time it is taught. The curriculum should, therefore, become a vital document, constantly adjusting to change.

At the time of this writing, the units written during the first year of the project are being piloted by the respective authors. Before the end of the school year, based on the classroom testing, the teachers will revise the original units, and in this way will complete their inservice training.

Combining curriculum development and inservice training in this way make both components continuous. Various units are at various stages of development, and new ideas may be initiated at any time.

COMMUNITY RESOURCES

One of the major elements of curriculum revision for Career Education is the use of community resources. Various attempts to use community resources in the development of new curriculum materials have resulted in staff members and students realizing that visitors and visits do not in themselves improve instruction. No one component of any philosophy is effective unless it is combined with other strategies to bring about the desired effect or change.

Because we need and want the use of community resources, it does not necessarily mean that they are willing to serve us. In a television interview, the

president of a large network was asked why he did not do more in the way of educational programming. His response was, "We are in the business of entertainment, not education." There *are* quite a few public spirited community members who will give schools the benefit of their time and expertise, but for the most part they must clearly see the need for their services.

Teachers have to understand that community members have reasons of their own for participating in school projects. There are many who find the experience unrewarding. While a well organized, intelligent approach to dealing with the community can improve the latter, educators must be ready to receive some negative response.

In our project we have been helped in this area by a group of volunteers led and organized by the director of the Youth Employment Service of Larchmont-Mamaroneck (YES). YES is funded by the United Way. Originally, the group restricted its work to the employment of youth. In that effort, they truly "learned the community", its needs, its objectives, what it could do, and what it *would not do*. YES, in its role as an employment agency, has loyalties to both the students it places and the employers who hire them. In this role, YES forces reality on the school community. For example, we as teachers want to give every student, no matter what his capabilities, a "chance." While YES is in agreement, they still have a responsibility to provide the employers with a suitable employee. It should be pointed out that the student is also protected against any employer who would exploit young people.

Partly as a result of the emphasis on Career Education and partly because they themselves are committed to the use of community resources in education, the Youth Employment Service has taken on the responsibility of being a clearing house for our community resource file. They are currently updating the existing file and are serving as liaison between the school and the community resource.

The latter function, we are finding, is crucial. Having *one* clearing house to make community contacts can save the school from a great deal of embarassment. As the use of community resources grows in popularity, one resource who is contacted frequently in a short period of time by what he considers to be the same source, the school, can be "turned off." The school appears to be inept, and can be criticized for lack of internal communication.

A central clearing house frees teachers from the task of making contacts, a service they appreciate. Naturally, since YES is very expert, they can become a valuable source of information to the teacher who is seeking to identify a resource. Finally a follow-up is done on every activity. The purpose is evaluation, so that both the teacher and the community resource can be helped to improve the quality of the experience.

The result of the fulfillment of the above procedures is an efficient operation that promotes the concept involved. The community resource after he leaves the school is not left in limbo. He gets some feedback regarding his contribution. As a result of the entire process, the community becomes a vital and integral part of the program, not a frill or a fringe benefit.

The concept of Career Education as it has been outlined by the United States Office of Education and later by the New York State Education Department is sound, and it is timely. Like any innovation its success depends in large measure upon the manner in which it is fostered. However, the most critical aspect is whether or not it answers the identified needs of the students, staff, and community it serves.

We believe our approach—using the group process, answering teachers' curriculum needs, effectively utilizing the community, and most important, creating a program which makes student interests the focal point of change—will bring us closer to the answers we seek.

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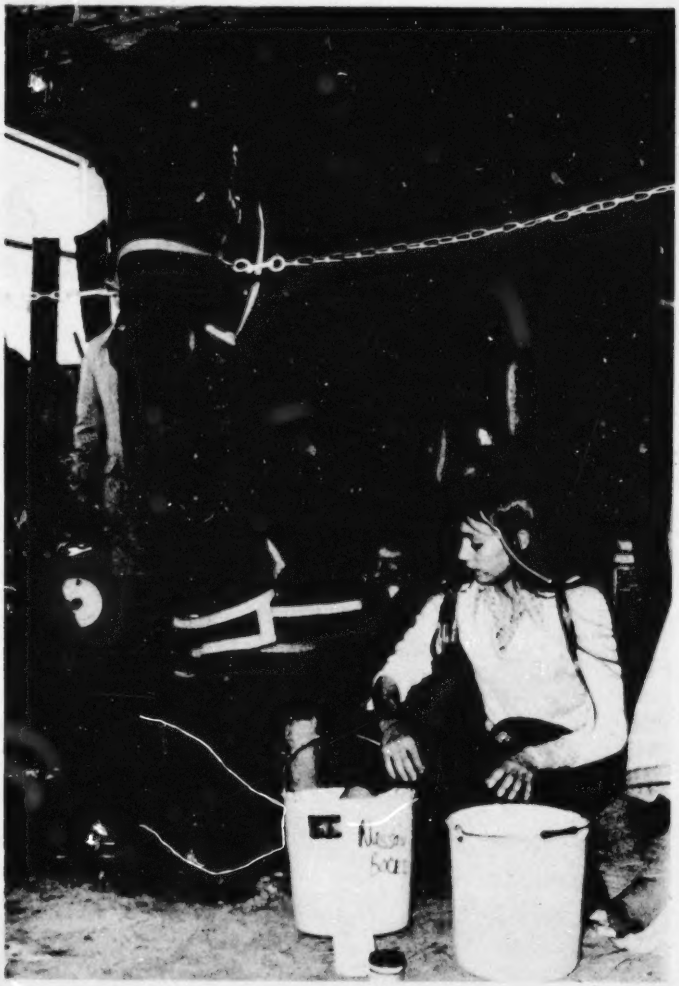

SCHOOL–INDUSTRY COOPERATIVE CAREER EDUCATION: A DISTRICT MODEL

Donald M. Clark

Career education, like other major educational movements in our history, will succeed or fail at the local level on the basis of the appropriateness of a school district's objectives, extent of implementation within a system, amount of resources allocated to the effort, and the type of linkage to the community base. A delivery system that is designed with these factors as its foundation provides a district with a realistic opportunity for infusing career education concepts into the regular program.

Before examining each of these factors in more detail, let me suggest an operational definition of career education which serves as a baseline for specific program planning and implementation. Career education is a broad educational process in which students at all levels receive information and gain experiences designed to prepare them for a productive role in the world of work. As a "process", career education, as an integral part of the total educational program, is subject to change in response to the current and anticipated conditions in the marketplace.

Educational planners must become sensitive to the technological, manpower, population, and income changes affecting occupations. They need to adopt a marketing approach that considers both area and national occupational needs. Reliable occupational data, therefore, is essential in the planning process. The objectives and strategies selected for implementing career education at various grade levels will reflect the priority assigned to gathering reliable data from the marketplace. This suggests a systems approach in the planning and designing stages of a comprehensive career education model at the local level.

STAFF DEVELOPMENT OPTIONS

Implementing career education in a district requires an extensive staff development effort involving faculty, administrators, counselors, and librarians. In-service education on a team basis is a priority consideration. A typical demonstration project in career education which includes only a small percentage of local school personnel will not provide the impact within the district for the long-term. Rather, a commitment of resources for a continuing systemwide staff development program is necessary in implementing selected career education objectives.

A realistic approach to an in-service program for K-12 personnel would include the following: an understanding of the *need* for career education primarily through an analysis of area and national occupational trends; *insight* into the school-based and other national career education models, the career cluster system, performance objectives, infu-

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sion process, needs assessment of self-concept, and utilization of community resources; and developing *skill* in implementing career education into the regular curriculum.

The "need" and "insight" phases of the program consist of a semester series of conferences for both elementary and secondary school personnel held at various area sites emphasizing the community based aspect of career education. Those career clusters which constitute the major portion of the area's economic base are examined in depth with the participation of representatives from the private and public sectors, affording educators an excellent opportunity in understanding the career cluster concept. Employees at different organizational levels are interviewed by school personnel for specific information pertaining to their occupations. Representatives from the business community, labor, government and college and university faculties constitute the instructional staff for this semester's activity.

The following semester's in-service program focuses on developing skill in: assessing needs of students and formulating objectives for career education, preparing and teaching lessons infusing career education concepts into the regular curriculum, and incorporating the career cluster system in learning units. Participants from the previous semester's staff development program attend conferences at their schools utilizing a Career Education Implementation Team (C.E.I.T.) approach. Administrators, teachers, counselors, librarians and parents form a "consortium of effort" in implementing a comprehensive career education program at a particular school.

Other in-service activities with similar objectives that can be developed for district personnel are summer Industry-Education Institutes, Community Resources Workshops, programs in world-of-work economic education, career awareness for the elementary grades, and career development for secondary school subjects. The secondary school projects include a practical application of concepts and principles taught in science, home economics, math, business, and industrial arts. Teachers are also oriented to careers and job skills associated with their specific discipline.

STRENGTHENING CAREER GUIDANCE

The career guidance function in the local system can be strengthened through in-service education for counselors. Emphasis would be on information about the opportunities, employment policies, and conditions in each of the major career clusters. Conferences scheduled at the site of area private and public organizations focus on the linkage of the schools to the community base. A career information center located in the guidance office of a secondary school provides a clearinghouse where students can learn about broad fields of work, be helped to see the relationship of these fields of work, and to understand the significance of career planning. This center reinforces the C.E.I.T. approach by developing a close working relationship among staff and faculty in the school.

A task force of volunteer career consultants organized into career clusters can be an effective resource for implementing career education at all grade levels. A survey of area private and public organizations will identify community resource people who are willing to assist students in increasing their knowledge of specific job employment and curricular choices. A directory of these consultants will provide school personnel with an invaluable resource for a wide variety of projects.

DEVELOPING AN INDUSTRY-EDUCATION ALLIANCE

Throughout the local career education effort, effective utilization of community resources is a priority consideration. A mechanism is needed to "mobilize the key resources of a community, develop plans for their efficient allocation, and provide a greater opportunity to achieve program objectives"[1]. An Industry-Education Council has the

capability of channeling community resources in support of career staff and curriculum development and career guidance.

The Council, a district-wide advisory group of decision-makers from industry, business, labor, government, agriculture and the professions, can work effectively with educators to develop an applied approach to concepts and principles which relate classroom teaching to the world-of-work and career fields. It assists the schools in developing and maintaining curricula relevant to current and anticipated employment opportunities.

Through an Industry-Education Council, the school district has a vehicle for promoting and encouraging communication and cooperation between industry and schools which will have a significant impact on the quality of the total career education program. It follows that the "career education movement cannot succeed if carried out only within the four walls of the schools. Success of this movement will be predicted on the active imvolvement of the business-labor-industry community".[2] Further, a school-industry cooperative education program "will provide a continuous opportunity for educators to become familiar with the practicalities of the world for which their students are being prepared".[3]

Up to this point we have stressed the importance of the involvement of the community base in career education at the local level. Adequate district budget support for career education is vital to the success of the program. The extensive effort in implementing career education discussed previously calls for a sizable commitment of resources by a Board of Education for the long-term. In seeking community support for career education, school officials need to clarify for the general public the goals upon which education should deliver. This will necessitate a thorough needs assessment which will sharpen the focus on the changing labor market and what the schools must do in providing students career exploration and preparation options.

Once this step has been taken, the district is in a position to deliver on providing "quality education" for all youth—assisting each student to take the next step in life, whatever that step may be.

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CAREER EDUCATION "WHERE HAVE I HEARD THIS SONG BEFORE?"

Diane Gess

For the school-wide supervisor or administrator who has elected to carry the gospel of the resurrection of the work ethic to his or her teachers vis-a-vis career education, may you be cautioned in the following manner: the band of innovation has played the tune hundreds of times before. Not even the strains of "Hail To The Chief" will bring attention to your timeliness and perception of needs. Expect, instead, the reaction of educators who for so many decades have seen the re-inventing of the wheel, and have grown numb to the "innovations" that are left dangling unfounded and unwanted a few years later.

Somewhere, back in my early pedogogical studies, I remember being instructed to always begin with positive comments. Perhaps it is true that educational leadership is now capable of living up to its responsibilities as an agent of change, but negativism concerning what the public has labeled fadism has crept into the personalities of most practicing school people.

It has always seemed incomprehensiable to me that monies are spent in introducing new curriculum techniques without provisions for total in-service preparation programs. When curriculum is planned for a school, it is most often the function of a committee, who in turn gives birth to other committees. The responsibility of these groups is to write reams of mimeo guides, which, as comprehensible and valuable as they might be, eventually collect dust on a shelf. Unfortunately, the only people who directly benefit from the hours of thought and research are those who have been involved in the "process". It is my contention that the supervisors or administrators who wish to launch a career education program must also commit themselves to total staff in-service, the design of which must depend on the scheduling within the school.

Unless funds for after-school or summer workshops are provided by grants or district budgets, or unless time in the school day is provided, this "innovation", like so many others, will be given superficial lip service and never attain full potential.

Recently, the School Administrators

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She has served as president of the Rockland-Orange affiliate of NYS ASCD and is currently serving on the executive board of this association. Her membership on the career education committee for NYS ASCD has facilitated her involvement in workshop presentations at state and national conferences for ASCD, SAANYS and AASA as well as for school districts throughout the state.

Ms. Gess has been published by Random House, You & Smoking *1971, and* Fun For You, *a five book reading series, 1973. Her latest publication is* Careers, A Supplemental Reading Program, *Harcourt Brace, 1975. She is a contributing author to* Spelling Modules B, *Harper and Row. Currently she is authoring a basal language arts program for Noble & Noble and is consultant to that same company on a career education-consumer education program.*

She has served as a speaker and consultant to the Indiana Council on the Social Studies, the San Francisco Unified School District, the South Orange Maplewood School District, Peat Marwick and Mitchell on PPBS, and the Macmillan Teacher Centers.

of California published a rather comprehensive and well-thought-out document, speaking to the need for career education in the schools, K-12. They gave all the reasons, the rationale and the theory for infusing career education into a total curriculum. What they did not do, and what has been so sadly neglected in other disciplines as well, is to give help to the administrator on the *HOW* of doing it. It is to the *HOW* that this article is dedicated.

As Maria, the whimsical nanny in "Sound of Music" so aptly said, "let's begin at the very beginning." In career education, the "very beginning" comes with "attitude". At last, educators have their public almost 100% behind them. According to the 1973 Gallup Poll on education, career education is overwhelmingly favored by the taxpayer. Ironically, the classroom teacher does not hold such positive attitudes in this arena. The question then is how to influence a change in teacher reaction so that class teaching will reflect the essentials of the subject. The matter clearly rests with two important elements: Staff Development and School Resources. It would be impractical to develop a fine staff development program and then frustrate teachers by leaving them without handles with which to implement the program. Conversely, all the resources imaginable will not promote good program if staff development hasn't given rise to positive attitudes.

The following attempts to fuse the two ingredients in a practical approach to developing a career education program in a school building.

STAFF DEVELOPMENT	SCHOOL RESOURCES
Within the framework of grade level, cluster or department meetings, the administrator should consider providing specified times to "think tank" the values of career education.	Utilize the services of guidance people, psychologists, personnel directors and community people to uncover the specific needs of the curriculum area.
Role play the situation of teacher dismissal. Assume the job market for teachers has dried up and they must (a) write a listing of their own skills (b) write the things they might enjoy doing (c) make a listing of possible jobs for which they could interview	Experience has shown that teachers have not been educated to their own needs and skill potential nor have they been given adequate career guidance in their own lives. This is a good opportunity to work with guidance, health or psychology departments to develop strong self-awareness programs for their students.
Supply teachers with lists of people who can be called upon to speak with classes on various occupations or hobbies. Show teachers how to do background activities so that children ask pertinent questions.	Use your P.T.A. resources to poll parents on employment, hobbies or talents. They may also provide onsite experiences at their places of business.
Plan for a series of field trips and/or interviews that would be applicable to becoming aware of the businesses and occupations in the community.	Make a list and contact the local community or civic organizations whose membership consists of local businessmen and professionals. Involve them in your project by speaking to them about the purposes of your career education program and asking for their cooperation.

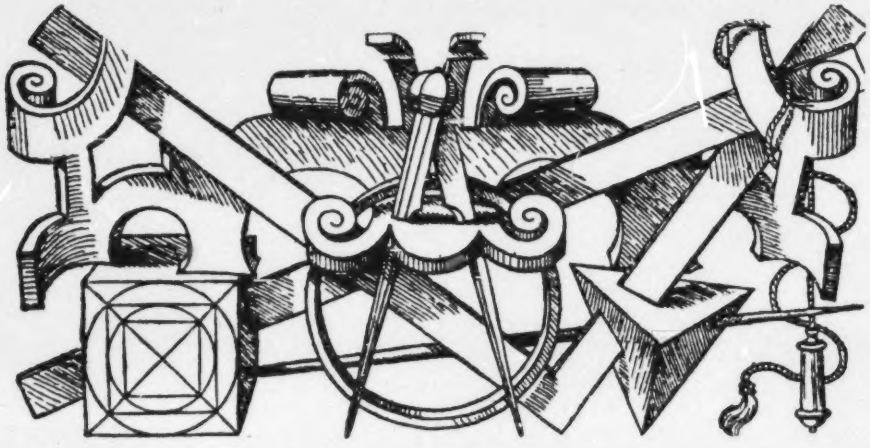
STAFF DEVELOPMENT	SCHOOL RESOURCES
Make teachers aware of the many private and public vocational schools that are open to field trip visits by classes or individual students. Invite representatives to your school to tell teachers what their classes might see at their institutions.	Create a resource list of public and private institutions that have programs which would tie in with subjects being covered by career education. Give names to contact and a brief description of the program being offered.
Invite local college and university representatives to your school for the purpose of explaining the kinds of career preparation programs being offered.	Develop a field trip listing of colleges and universities that students may visit to see the facilities and programs being offered in a career area.
Provide speakers from major department stores, factories, municipal offices and service companies for your staff. Allow them to tell about what services they may have for aiding in your career education program.	Make a listing of approved department stores, factories, municipal offices and service companies along with the Public Relations or contact people who would be involved in setting up visitations to these places by your students.
Run library-media awareness sessions for your staff. Good content in career education is not easy to find, but through careful examination, a variety of approaches should be available.	Keep a healthy supply of multi-media career education materials in a central location. Individualization of a career education program occurs when children can go to a well equipped "career center" to follow up on an interest they may have.
Arrange for planning time when teachers can analyze their own curriculum in relation to *how* they might infuse the concept of career education into their own teaching style. Prescribing curriculum for every teacher is almost like expecting that all children will understand and perform in the same way.	Through an analysis of their own needs and the creation of their own career education curriculum that will most advantageously infuse through their already crowded day, teachers may submit these ideas to a "Career Education Bank" for distribution to other teachers who may find it a handy resource.
Help familiarize teachers with the use of newspapers, magazines, textbooks and a variety of other material in the teaching of a career education program infused through subject areas through in-service work.	The materials shown can be used for making student activity folders which have potential as being part of a permanent file for student use. Along with articles, pictures, etc. placed on the folder would be inquiry questions for research and activity oriented projects.

STAFF DEVELOPMENT	SCHOOL RESOURCES
Bring back graduates who have successfully entered various occupations. They may speak at faculty meetings and help teachers clarify those points that helped the student in the decision making process. This may help teachers to deal with problems confronting their own students.	Keep a record, as a resource list, of former students now occupied in successful careers. Their presence in a classroom makes a far greater impression than a person further removed from the world of the student.
Demonstrate the value of visual stimuli through instruction of effective use of classroom walls as bulletin boards or physical areas as carreer centers.	Each classroom and the library-media center should have a resource center for career education materials. These may be provoking bulletin board displays, activity ideas, filmstrips, books, pictures, or objects.

There are many additional ways to make career education a viable part of your school's curriculum. The above are but a few that may add credence to the Marland legacy.

The credibility of your building's career education program is dependent upon the acceptance of the philosophy that schooling in of itself is *not* the *only* valued end in the educational process. Rather, it is a commitment to the ideal that the schools and society as a whole have an obligation to provide every opportunity for students to be exposed to every aspect of the working world in order that education becomes a means to an end that provides self-satisfaction, financial independence and a contribution to our society.

You've heard all this before? So have I! However, as long as we are not strong enough in our decisions to do something concrete, comprehensive and continuous, the band will go on and on, playing the same old tune...



USING TEACHER EVALUATION INSTRUMENTS EFFECTIVELY

Sally Evans

The quest for effective teacher evaluation tools and techniques has marked the field of education since its early development. At a time when the principal represented a "father image" or a "mother figure", teacher evaluation was handled as a parent-child relationship. The authority of the parent was never openly challenged, nor were the rights and/or prerogatives of the teachers ever asserted. For this reason, a purview of old Board of Education rulings reads like high camp. Every aspect of the teacher's life was monitored and the line between one's professional and private life was blurred to the point of non-recognition. Judgments regarding adherence to these rulings were swift and lacked review by any impartial source. As school systems developed into more sophisticated institutions, many of these historical traditions persisted. These patterns remained, by and large, until the advent of "teacher power" and its concomitant sphere of influence. Teacher realization that unity of purpose could effect change led to the opening of a power struggle of gigantic proportions. While the battle persists, the basic alteration of relationships is both deep-rooted and widespread. No longer are managerial rights and prerogatives unchallenged and the day of administrative "command" has ended. This remains the case in spite of a flooded market-place in which teachers outnumber jobs by astronomical proportions; school populations are generally declining at a rapid rate and changing career patterns are resulting in a lack of turn over and the reduction of teacher mobility.

It is against this background that the question of teacher evaluation must be viewed. Evaluation goes to the heart of job security whether actual or psychological and, as such, serves as a fertile field for continuous skirmishes between administrators and teachers. The "cooperative" development of evaluation instruments (as a result of joint committees of teachers and administrators) has become one more battleground in which basic assurances are sought by teacher groups. It is part of the continuing effort to define constraints and set limitations on administrator power. The instruments themselves are often developed in such a way as to direct the content and substance of classroom observations. Further, they are frequently looked upon as instruments with potential for teacher grievance. As such, the evaluative tool itself has become an important delimiting factor in the attempt to assess teacher performance.

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Dr. Evans has also been the Director of Tri-District regional Title I Project for six and one-half years. She has taught all the elementary grades except first grade in her eleven years of teaching. She has had an article "Title I—Band-Aid or Boost?" published by New York Education.

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It is precisely because of the nature of current evaluation formats that a clear understanding of the purpose of such an instrument should be paramount to an administrator. To the extent that an existing instrument can be adapted to reflect the essence of the supervisory process, careful use of such instruments should include as many of the major items as possible that serve as a guage of performance. Although there are additional components that can be added, as well as a host of peripheral but related ones, the following list represents a fundamental approach to teacher evaluation:

Training
Level of pre-service training and its application
Continued schooling and participation in in-service work
Personality Manifestations
Relationship to students, parents and colleagues
Receptivity to supervisory guidance
Role Definition
Clarity of individual role and self-image
Relationship of individual role definition to the school and the community
Service Level
Pre-tenure
Post-tenure
Curriculum Design
Planning and Implementation
Student assessment and record keeping
Strategy development
Reporting to parents
Potential for Growth
Self-assessment
Responsiveness to direction
Pursuit of professional goals

The items listed herein can only be utilized correctly when the factor of teacher variability is taken into account. No supervisory guide can be considered as a standardized set of expectations. The supervisory description must reflect the key elements cited above and tie them closely to the goals of the evaluation process. Each item plays a greater or less important role depending upon length of service, previous supervisory contacts and formalized reports and the number of required observations at each level.

Training— Assessment of the quality of teacher education should be made initially prior to the hiring process. A school experiencing a poor showing of reading scores should seek people with expertise in the area of reading. Where program needs and emphasis differ, the fledgling teacher should be able to offer training commensurate with the identified curriculum needs of the program. It is important, therefore, that administrators be familiar with the nature of college and university programs so as to make a correct judgment of course content.

Personality Manfestations— The crux of interpersonal relationships centers around the teacher's ability to relate positively to both colleagues and clients, as well as to supervisory personnel. Since each relationship has its own set of properties, the ability to relate well to every segment of the school-community is of major importance.

Role Definition— It is an old axiom that incorrect role perception serves as the basis of conflict more often than inherent environmental conditions. For this reason, the extent to which individual role perception are incongruent with the role expectations we find a valuable predictor of potential conflict. It is, therefore, crucial that the role expectations be made clear to the teacher and that teacher needs and perceptions be made known to the administrator.

Service Level— Pre-tenure teachers generally require a supervisory relationship of greater intensity than most tenured personnel. While specific teachers with tenure may need attention, a good portion of supervisory energy and skills should center around newer teachers. In this way, a fair judgment may be made regarding recommendation for tenure or dismissal. The number of formalized observations should be greater at this level and a good

deal of time should be devoted to exploratory discussions which allow the neophyte teacher to crystallize philosophy and technique as a reflection of curriculum goals.

Curriculum Design—Central to the evaluation of teachers is an understanding and identification of the curriculum continuum enunciated by the local school district. Where school systems are hazy in their own identification of curriculum design, evaluation takes on the characteristic of subjective "impressions". The written formalization of such an evaluation fails to adequately serve as any kind of indicator of teacher performance in terms of strengths and weaknesses.

Potential for Growth—This last category pulls together all previously cited items in the [illegible] the essential human ingredient necessary to continue good work, improve weaknesses and accurately guage one's own performance in the light of self-imposed standards.

Looking at the basic supervisory components as they relate to currently existing instruments, it is clear that an effort needs to be made to interject key factors where formats are limited. Many evaluation instruments are little more than a mechanical listing of items and/or behaviors that have little relationship to the essence of teaching. Such forms are becoming more prevelant as the cooperative effort of teachers and administrators lead to conflict avoidance in the creation of new instruments. While this development may help to bring back harmonious teacher/administrator relationships, it is difficult to see how it will improve teacher performance and allow for growth.

The critical question to be faced by supervisors is how to utilize an existing instrument to accurately reflect those important factors that have been identified as going to the heart of the evaluation process. In order to do this, the administrator must possess certain basic understandings that would permit the "opening up" of a limited tool so as to capture a true reading of teacher performance. For example, the administrator must have a sense of awareness of the interactional process between the teacher and student, be knowledgeable about organizational life with its authority and hierarchial structure, and possess those affective skills that lead inexorably to the implementation of conceptual understandings. In other words, a relatively limited instrument can only do the job when a highly competent administrator can recognize how that instrument must be adapted to fashion a worthwhile format for teacher evaluation.

LOOKING AHEAD

The Spring Issue will have as its theme "Priorities For Change." It will express the thinking of various educators stating their ideas without any of the well known restraints and/or limitations. This issue will be edited by a newer member of our committee, Louise Boedeker.

The Summer Issue will be developed around the theme "Institutionalizing Curriculum Change," edited by Elaine Block.

A future theme, "Values and Teaching" will be edited by James Beane. This issue will present articles in general and specific terms dealing with the affective domain, especially the operations of "Valuing" in the teaching/learning process.

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